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ABSTRACT

Four bibliographies pertaining to adult learning and the humanities are presented. The literature search concentrated on materials from the ERIC system, and the bibliographies contain a list of annotated materials followed by a list of citations, which are identified by ED or EJ numbers. In "Adult Learning as a Marketable Product," materials pertain to recent developments in the identification of demand for adult learning, and to the form and content of learning opportunities in the humanities and related areas (especially, the location, timing, and format of the offering). "Support Services/Delivery Systems" reflects the service delivery perspective found in public policy analysis and administration and the role that the support system plays in facilitating adult participation. The following categories are covered: information and referral, outreach functions, finance, counseling, and teacher/staff training and development. The literature cited in "Patterns of Participation" covers facilitators of the impediments to adult learning not covered in the other bibliographies. Subtopics include: evolution of enrollment trends, motivating factors that lead to participation, and assessment of the adult learning profile. "Methodological Issues" includes works chosen on the basis of the quality and potential utility of the survey instrument and/or the research model, including needs assessments, evaluation design, and population profiles studies. (SW)

ED213367

ADULT LEARNING LITERATURE
A REVIEW OF THE HUMANITIES
AND RELATED TOPICS

U.S. DEPARTMENT OF EDUCATION
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I. ADULT LEARNING AS A MARKETABLE PRODUCT

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December 1979

HE 014 870

INTRODUCTION

The purpose of the Capital District Humanities Program (CDHP) is to develop a comprehensive program in the humanities for adult learners. Substantially supported by the National Endowment for the Humanities and the State University of New York at Albany, CDHP has three main objectives: (1) to explore all aspects of programming the humanities for adults; (2) to provide for ongoing staff and program development; and, (3) to establish a resource center for gathering and disseminating information in community programming in the humanities for adult audiences. The literature search results contained in this report provide a step toward the achievement of these objectives.

The part-time adult learner is and will continue to be the object of considerable attention in educational literature and research. Delving into the subtopic of humanities in adult learning, however, one finds the literature relatively sparse while the level of activity (e.g., program and project) remains high.

These two considerations have done much to shape the search of the literature. More specifically, where the humanities literature is sparse, our effort is focused on gathering material directly related to practical problem solving. This focus seems warranted in view of the numerous nuts-and-bolts tasks that remain in the survey and research components of the CDHP. Keeping this in mind, one will notice a secondary concentration on recent survey instruments and methodology in policy analytic research efforts from the basic community needs assessment to more sophisticated evaluative designs.

Four bibliographies have been prepared. Each bibliography begins with a list of annotated materials followed by a listing of citations. The decision criteria for inclusion of an annotation include the timeliness, relevance, and importance of the work. Works scoring lower on these dimensions are included in the list of citations. Potentially important materials that could not be obtained for a full review are found in the citation list as well.

The method used for construction of the bibliographies included both manual and computerized literature searching. The overall search concentrated on the printed and machine readable versions of the ERIC file. In this manner, it was possible to include either ED or EJ identification numbers for all materials in the bibliography. This format is presented with the intention of facilitating retrieval of relevant materials.

In this bibliography, "Adult Learning as a Marketable Product," works cited and annotated include those pertaining to the identification of demand for adult learning through survey research, analysis of enrollment trends and the like. The dominant portion of works in this section, however, pertains to the supply of learning opportunities in the humanities and related areas. Thus, materials included focus on the form and content (e.g., the location, timing, and format) of the adult learning opportunity. Works chosen specifically for the quality of the survey instrument or other aspects of the methodology are found in the bibliography "Methodological Issues."

ADULT LEARNING AS A MARKETABLE PRODUCT

A. Demand:

This category includes works that will shed light on recent developments in the identification of demand for adult learning.

B. Supply:

This category includes works pertaining to the form and content of learning opportunities in the humanities and related areas; especially the location, timing, and format of the offering.

A good text for the surveys of the field of adult learning (with a full list of references) is Lifelong Learning in America by Richard E. Peterson and Associates (San Fransisco: Jossey-Bass Publishers, 1979). In general, it seems that adult learning in the humanities is by no means a new topic. It does seem, however, that general demographic and enrollment trends point toward a new emphasis on the adult learner as a staple ingredient in American Higher Education. The role of the humanities in this broader framework must be emphasized lest the concept of a liberal education be lost in an increasingly complex, technical society.

For further information on other bibliographies and reports available, please contact:

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ADULT LEARNING LITERATURE
A REVIEW OF THE HUMANITIES AND RELATED TOPICS

I. ADULT LEARNING AS A MARKETABLE PRODUCT

A. Annotated Material

1. American Association of Community and Junior Colleges. "Attracting Adult Learners to Humanities Courses. Final Report." American Association of Community and Junior Colleges. Washington, D.C. 1977. ED149798

   A round table discussion among community college presidents and humanities faculty on how to encourage adults to enroll in humanities courses resulted in eleven recommendations. Two background papers are appended to the report: "Attracting Adult Learners to Humanities Courses," by Roger Yarrington, and "The Humanities and the Adult Learner," by Arthur M. Cohen. Report has broad topical coverage; a must on the reading list.

2. Association of American Colleges. "Poet on the Moon: A Dialogue on Liberal Education in the Community College." Donald J. Tighe, (ed.) Association of American Colleges. Washington, D.C. 1977. ED145870

   Community college faculty and administrators from seven states joined in a dialogue on liberal education in the community college in order to identify problems, define terms, and to suggest solutions to further the development of liberal education in the community college. Participants developed a mission statement, a rationale, a curriculum, and a staff development plan for liberal education in the community college for transfer, career, and continuing education students. Operational definitions were developed for five key terms: liberal education, general education, liberal arts, training, and education. The document synopses discussion, definitions, and suggested solutions. Speeches by James Gollattscheck and Eric Wormold are summarized as well. Strong on problem identification and the community college perspective in adult learning.

3. Association for Continuing Education. "Association for Continuing Education Annual Report." Stanford, California. June, 1974. ED098989

   This report describes the programs of the Association for Continuing Education. The Association offers educational television programming and other services to employees of San Francisco Bay area firms that are members of the Stanford Instructional Television Network. The value of this document is that it presents an overview of one type of delivery system.

4. Brecht, David L. "The Difference Between Day and Night." Liberal Education. Vol. 64, no. 3, pp. 373-76. October, 1978. EJ192698

The goals and attitudes of part-time evening liberal arts majors at Villanova University toward the curriculum are not the same as those of full-time day students. The study finds that evening students want a tightly structured, traditional program. Findings point toward student characteristics as an explanation, especially age.

5. Carl, Linda. "The College Movement, 1977." Council for the Advancement and Support of Education. Washington, D.C. 1978. ED162562

A survey was conducted of alumni colleges, which were defined as five- to seven-day residential experiences for adults sponsored by institutions of higher education and focusing on the noncredit study of the liberal arts. Forty-seven institutions were identified as having such alumni colleges; thirty-seven institutions completed a written questionnaire. Objectives were to determine the origins of alumni colleges; the sponsors and reasons for sponsorship; the students and their goals; the social, intellectual, cultural, and recreational components of the alumni colleges; and effects on the alumni continuing education programs of the sponsors. A bibliography and copy of the survey instrument are included. Certainly worth looking over.

6. Cary, James T. "Forms and Forces in University Adult Education." Center for the Study of Liberal Education for Adults. Brookline, Massachusetts. 1961. ED047286

This report summarizes information from an extensive study of university adult education conducted through questionnaires sent to the Association of University Evening Colleges, National University Extension Association Institutions, and a sample of liberal arts colleges, plus interviews with various officials in 18 colleges and universities. Though particularly focused on liberal adult education, it is a very detailed study of the range of forces which favor or impede the growth of adult education in American higher education. Following a chapter on the history of university adult and one on the status of liberal education programming, the report discusses such factors as tradition, nature of the personnel, financial arrangements, goals and objectives, the community context, etc. Finally, a model growth cycle of adult education divisions is suggested and profiles of various types of divisions are presented. Though somewhat dated, the study should be ordered and reviewed in detail.

7. Center for Resource Development in Adult Education. Missouri University. "Why Teach the Humanities to Adult Basic Education Students." Missouri State Committee for the Humanities. Jefferson City, Missouri. 1975. ED114540

The work contains an article on curriculum selection in Adult Basic Education, three presentations on the Humanities and Adult Basic Education, and a concluding commentary. Three papers, authored by educators of diverse backgrounds, address the question of what is basic in the humanities and why this must be included in the Adult Basic Education curriculum. The authors stress that there are individual rights to full development of human potential and that human potential can best be understood through the humanities. Questions are raised with regard to the institutional goals of the Adult Basic Education program and the narrow conceptualization of the adult basic learner. Good background paper on the role of humanities learning in the Adult Basic Education framework.

8. Center for the Study of Liberal Education for Adults. "Bachelor of Liberal Studies: Development of a Curriculum at the University of Oklahoma." Center for the Study of Liberal Education for Adults. Brookline, Massachusetts. 1965. ED22978

A program leading at the Bachelor of Liberal Studies for adult, part-time students was conceived and implemented at the University of Oklahoma between 1957 and 1965. Conclusions and implications are discussed. The document includes typical schedules and seminar topics, reading lists, enrollment statistics, and a decent bibliography.

9. Charters, Alexander N. "Resources for Educators of Adults: The Paul Hoy Helmes Library in Liberal Adult Education." Syracuse University, New York. 1978. ED162672

This bibliography of the complete holdings of the Paul Hoy Helmes Library, now incorporated in the Bird Library collection at Syracuse University, contains books chosen with the intention of furthering adult education and independent study. It is organized by Library of Congress and Dewey Decimal classification numbers with each entry including author(s), title, publisher, place of publication, and date. Subject headings include philosophy, psychology, religion and theology, history, the social sciences, political science, law, education, fine arts, architecture, language and literature, and fiction.

10. Coalition of Adult Education Organizations. "Imperatives for Action." Coalition of Adult Education Organizations. 1969. ED034156

Early advocacy efforts assume the task of goal specification in this straightforward piece: American society needs a system of lifelong learning; the ability of the American people to live and work together in self-government is not keeping pace with the demands of today's complex and increasingly troubled society. The work calls for a coalition of interests focusing on: (1) eliminating educational deficiencies of American adults, (2) strengthening of adult and continuing education efforts of community colleges and universities, (3) providing adult and continuing education in the arts and humanities, public affairs, and in the democratic process, (4) improving

financial support for adult and continuing education, (5) focus on opportunities for low-income groups, (6) improving the support services, and (7) achieving higher levels of federal support and coordination. This work has a place in current reading lists.

11. Cotton, Webster E. "On Behalf of Adult Education: A Historical Examination of the Supporting Literature. CSLEA. Notes and Essays on Education for Adults, 56." Center for the Study of Liberal Education for Adults. Brookline, Massachusetts. 1968. ED023945

Major pronouncements on the need for liberal adult education in a free society are examined in this review of the literature from 1919 to 1968. The increasingly dynamic nature of society, the crisis in democracy and education, the need for effective citizenship, personal growth, and creative use of leisure on a free society, and the nature of the educational process serve as points of emphasis. Worth reviewing for the bibliography alone.

12. Courtney, Leonard. Wozniak, John S. "The Liberal Arts College and Adult Continuing Education: A Rationale." Alternative Higher Education: The Journal of Nontraditional Studies. Vol. 3, no. 2, p. 86. Winter, 1978. Also EJ192729

The feasibility of private liberal arts college involvement with adult and continuing education is examined in terms of a model, which sponsors an employee learning program. Emphasis is on life-coping skills.

13. Cox, Clarice Robinson. "Educare for the Elderly: Hawaii's Post 60 Students Respond to a Trial Humanities Course." ED121404

The Center of Continuing Education and Community Service of the University of Hawaii at Hilo sponsored a course for 41 members of the Hui Aloha senior citizens club in April and May of 1974. The participants ranged in age from 60 to 93. The workshop program involved four 8-hour tours of colleges and museums, as well as lectures by artists. The program did not involve testing or college credit. The report includes a brief summary of each session and seven recommendations for similar programs. This is an important paper, as it reports on one of the few continuing education courses which directly relates to the humanities.

14. Cox, Clarice R. "Using Tours Plus 'Tutor Tapes' to Teach Humanities in Honolulu's Inner City." 1969. ED037192

An introductory humanities course taught at Honolulu Community College, presented a foundation in art, religion, architecture, and music. Many class members were employed adults who often missed off-campus tours and lectures. Tutor tapes were used to offset the problem of absenteeism. For example, a student who had missed a museum

tour could check out a multimedia pack at the College's Learning Resource Center. The pack consisted of a cassette recorder with earplug and shoulder strap, a map, a study guide, and a student reaction sheet. The student could then tour the museum at his/her own pace, listening to the recorded lecture. Cited as a worthwhile example of nontraditional approaches to adult learning in the humanities.

15. Crimi, James E. "Adult Education in the Liberal Arts Colleges. Notes and Essays on Education for Adults, No. 17." Center for the Study of Liberal Education for Adults. Brookline, Massachusetts. 1957. ED031641

In a 1953-54 survey of liberal arts colleges, 233 of the 404 responding colleges reported some provision for adult education. The report outlines average enrollments, form, and content of the learning opportunity, and discussion with regard to the educational and community service role of adult education providers, together with academic, financial, and other benefits of such involvement. This report should be read.

16. Cross, K. Patricia. "A Critical Review of State and National Studies of the Needs and Interests of Adult Learners."

This paper reviews thirty studies concerned with the needs and interests of adult learners. The author also makes a number of general comments about the direction of research in this area and the prospects for future research. This paper does an excellent job of summarizing the literature and also contains a good bibliography.

17. Deep, Samuel D. "University External Studies Program. The Support System." American Educational Research Association. Washington, D.C. 1975. ED107168

The University External Studies Program was an attempt, by the University of Pittsburgh, to provide higher education to adults unable to attend traditional classes due to outside responsibilities. The paper describes this program. It includes sections devoted to describing the students, the curriculum, and format of the program. This paper is useful because it outlines the progress of a program designed for nontraditional students.

18. Florida Endowment for the Humanities. "Questions of Value and Meaning in State Environmental Policy: A Statewide Conference for Dialogue at the Bicentennial. Final Report." Florida Endowment for the Humanities. Gainesville, Florida. 1976. ED127223

The relationship between the humanities environmental policy is examined in this final conference report. Emphasis was on underlining the role of ethical questions and human aspirations, as well as empirical inquiry, in environmental quality decisions. An interesting report worth reviewing in the process of humanities programming.

19. Fordham, Paul. "The Humanities Curriculum Project in an Adult Class." Studies in Adult Education. Vol. 6, no. 1. April, 1974. EJ097476

The course of one 12-week extra-mural adult class, 'War and Society,' is described and evaluated.

20. Gnagey, Theodore P. "Education is Life: Part II." Adult Leadership. Vol. 20, no. 6. December, 1971. EJ051642

The essay emphasizes that adult education should be directed to general studies in the humanities and science rather than occupation training, imparting the best that has been known and thought from the past and present.

21. Gnagey, Theodore P. "Liberal Education: Is it Elitism." Lifelong Learning: The Adult Years. Vol. 1, no. 7. March, 1978. EJ180893

Studying the Classics facilitates mastery of standard english and stimulates intellectual awareness, both necessary to compete satisfactorily in the United States. Furthermore, liberal education stimulates students to continue learning. Adult schools, along with others, should provide liberal studies. One of many 'rationale for liberal adult education' articles written, worth reviewing.

22. Gnagey, Theodore P. "Theory and Practice in Developing a Liberal Arts Program in a Community Adult School." Adult Leadership. Vol. 18, no. 8. February, 1970. EJ015275

The article recommends a variety in content, method, and scheduling for adult liberal arts programs; suggests a curriculum organized around the nature of man, human society, and the physical realm; and offers ideas for program operation. These ideas may be worth reviewing.

23. Grabowski, Stanley M., (ed.) Mason, W. Dean, (ed.) Education for the Aging; Living With a Purpose as Older Adults Through Education: An Overview of Current Developments. Eric Clearinghouse on Adult Education. Syracuse, New York. 1974. ED099541

A collection of articles by 18 authors which focus on current issues of adult education. This book can only be used to supply general background information concerning adult education programs.

24. Graham, Patricia A. "Fitting Graduate Education to Society's Priorities." 1977. ED129810

This non-empirical study finds that the traditional liberal arts and humanities have declined in popularity. Educational relevance

has shifted, at the undergraduate level, from "becoming a gentleman" to obtaining the skills necessary for employment. Only when the needs of career employment have been satisfied and the creativity potential of one's job have been exhausted will people become seriously interested in exploring subjects in the liberal arts. The most appropriate courses, since the student would probably not have the specific prerequisites for math, science, etc., would be in the humanities and social sciences. Overall, an interesting treatment of the graduate study component of adult education in the humanities.

25. Great Cities Research Council. "Great Cities Research Council Educational Communications Project. Final Report." Office of Education (DHEW). Washington, D.C. Bureau of Research. 1969. ED031087

Appendix, exhibit C, 'Creativity in Urban Education,' inventories over nine hundred kingergarten-through-adult education, locally-developed materials, programs, and projects, describing level, audience, medium, place of development, and availability. This wealth of programmatic information should be reviewed.

26. Hopkins, Adam. "What About the Workers?" Times Educational Supplement (London). N3302 P21. October 13, 1978. EJ197414

A review of the 75-year history and current activities of the Worker's Educational Association, a voluntary society for adult liberal studies and trade union courses. Good informational document.

27. Hudson, Robert B. "Toward a National Center for Higher Continuing Education. CSLEA Occasional Papers, No. 17." Center for the Study of Liberal Education for Adults. Brookline, Massachusetts. 1968. ED024857

With the closing of the Center for the Study of Liberal Education for Adults, a proposal is made to reinstate it and change its name to the National Center for Continuing Higher Education, to indicate an enlarged concern for all continuing education after high school.

28. International Union, United Automobile, Aerospace, and Agricultural Implement Workers of America. "Labor Studies Programs: Objectives, Proposals, Policies, Outlines and Guidelines." Detroit, Michigan. 1977. ED164387

This document outlines a labor studies program which may lead to several levels of achievement. Objectives of the program are: (1) to provide a broad understanding and perspective of economic, social, and political problems, (2) to provide educational opportunities for individual growth and advancement, and (3) to equip members of labor organizations with skills needed to exercise their union and civic responsibilities. The curriculum combines the fields of social science, humanities, and communications. The bulk of the

document contains descriptions and syllabi for 12 courses, each of which is outlined for an 18-week duration. Post-secondary institutions in the United States and Canada offering labor education/labor studies programs based on this model are also listed.

29. Kennedy, Mary Ellen. "Meeting the Educational Needs of the Older Adult: Elderhostel as a Program in Collegiate Education." Pittsburgh University. Graduate School of Library and Information Sciences. Pittsburgh, Pennsylvania. August, 1979. ED167697

Educational programs geared for older adults are a recent development in colleges. Elderhostel offers residential academic programs to persons over 60 within a network of over 100 college and university campuses in 18 states for one-week periods. By 1977, 1541 persons were being served. The national office, located in Newton, Massachusetts, directs program coordination, standardization, and evaluation. Generally, liberal arts programs have been stressed. Elderhostel attempts to integrate older adults into the larger society through intergenerational classes. Good informational document.

30. Mahler, T. W. Miller, H. M. "An Evaluation of Communication Media Used in the Adult Liberal Studies Program." Cumrepts. Georgia University. Athens, Georgia. 1967. ED015416

As part of an adult liberal studies program (Basic Issues of Man), an evaluation was made to determine the effectiveness of combinations of television, films, written materials, and group discussion in educational situations involving exposures to the media alone or in groups, the aim of the program being to bring about attitudinal changes. The document includes appendices and references.

31. Morhman, Kathryn. "Liberal Education for Adults. The Forum for Liberal Education." Association of American Colleges. Washington, D.C. October, 1978. ED165661

This bulletin focuses on liberal education for adults and includes an article on the topic. The body of the bulletin provides descriptions of seven institutional approaches including George Washington University's Continuing Education for Women program, Stephens College's Without Walls program, California State University at Long Beach's Adult Reentry Counseling program, Wesleyan University's Master of Arts program in Liberal Studies, Indiana University at Kokomo's External Degree program/Project Outreach, Bunker Hill Community College's Open College program, and the College of New Rochelle's School of New Resources. Programs at other institutions that have been successful in meeting the educational needs of adults are listed as well. An annotated bibliography.

32. National Advisory Council on Adult Education. "A Target Population in Adult Education. Economic Perspectives and Prospects: A

Focus on the Client: State Demographic Data. Report of the National Advisory Council on Adult Education." Washington, D.C. November, 1974. ED105288

The target population mentioned in the title is made up of adults who haven't finished high school. As such, it is of limited value.

33. "Nontraditional Study and the Liberal Arts College." 1975. ED126796

The role of nontraditional study in the liberal arts college was examined at the conference sponsored by the East Central College Consortium. Highlights of the proceedings included: "A Brief Overview of the Syracuse Adult Degree Program," by Marvin Druger; the keynote address by Harold L. Hodgkinson of the National Institute of Education. Could not obtain the full report for examination of contents.

34. Okas, Imogene F. "Adult Education in Public School Systems: 1968-69 and 1969-70." National Center for Educational Statistics. Washington, D.C. 1974. ED099624

This paper provides little more than the numbers and types of adult education programs offered in 1968-69 and 1969-70.

35. Oliver, Leonard. "The Endowment for the Humanities State-Based Program: An Experiment in Community Dialogue." Nuea Spectator. Vol. 36, no. 9. September, 1972. EJ065495

The article describes the state-based program funded by the National Endowment for the Humanities which attempts to bring humanistic knowledge and insight to the broad public.

36. Shindler, Rodlyn. "Making Literature Come Alive: 'The Many Lives of Dr. Faust.'" Unterrichtspraxis. Vol. 11, no. 1, pp. 26-31. Spring, 1978. Also EJ186945

A television course on the Faust legend, a segment of interdisciplinary humanities study is described. The course is part of the University studies/weekend college program of the College of Lifelong Learning at Wayne State University, Detroit, Michigan. The program offers a general studies degree for adults.

37. Southern Regional Education Board. "The Emerging City and Higher Adult Education." Southern Regional Education Board. Atlanta, Georgia. 1963. ED023959

These papers were presented at the Tulane University Institute for Deans and Directors of Adult Education held in New Orleans and at the Summer Graduate Workshop for Administrators of Higher Adult

Education held at the University of Tennessee, both in 1963. The study holds that meeting the challenge of a growing urban population with more older members and more leisure time, higher education must concern itself with values, attitudes, and understanding as opposed to simple skills, facts, and information. New methods for deriving objectives must be developed. Higher adult education should be liberal adult education stressing skills of decision-making and public responsibility; more attention must be paid to cultural and arts education. Good early work on the rationale for liberal adult education.

38. Tennessee Higher Education Commission. "Nontraditional Learning in Tennessee. Proceedings of a Symposium on Nontraditional Programs in Higher Education." Coy Hollis and Jerry C. McGee, (ed.) Tennessee State Board of Regents. Nashville, Tennessee. 1976. ED125453

This work discusses programs in the state higher education system that depart from the classroom mode of instruction. The study covers programs that focus on community activities of cultural or public-service interest. It is found that nontraditional programs illustrate the diversity of higher education, but that congruence of objectives is necessary to maintain the viability of the effort. Relevant topics include adult and continuing education, the humanities in the rural community, individualized education, audiotutorial programs, and liberal arts instruction. Generally good coverage of the opportunities for diversity in the form and content of nontraditional instruction.

39. Trivett, David A. "Marketing Higher Education to New Students." Eric Higher Education Research Currents. Washington, D.C. George Washington University. Eric Clearinghouse on Higher Education. November, 1974. ED096892

This study finds that the recent decline in enrollment in higher education is part of a long-term growth cycle. A "marketing" approach, i.e., ascertaining the institutional needs of a variety of students, and offering the appropriate services in a convenient manner is offered. Programs in higher education that have successfully marketed their product to nontraditional students (e.g., blue-collar workers, housewives) are cited in the article.

40. Wanicwicz, Ignacy. "Summary of the Main Findings of the Study, 'Demand for Part-Time Learning in Ontario.'" Ontario Educational Communications Authority. Toronto, Canada. October, 1975. ED116708

The results of a survey of a sample of 1541 Ontario residents are reported in this document. The researchers found that 30 percent of the adults surveyed in late 1974 and early 1975 were engaged in some type of learning activity. Another 18 percent expressed a desire to participate in some form of continuing education. The report also

discusses the potential utility of media support to adult education in specific areas, such as "identifying unserved target audiences." Unfortunately, the methodology employed in this study is not covered adequately in the report.

41. Worley, A. Douglas. Einbecker, Polly Goodwin. "A Study to Determine the Educational Needs of Adults in the Regional Community Served by Pensacola Junior College." Nova University. 1974. ED100461

The object of this study was to determine the need for adult education programs in the community served by Pensacola Junior College and to make appropriate recommendations. The authors relied on data collected in previous studies, as well as census data. The authors concluded that there was a considerable need for adult education programs, especially programs which concentrate on basic skills and vocational training.

B. Cited Material

1. American Association of State Colleges and Universities. National Association of State Universities and Land Grant Colleges. "Agenda. Recommendations for National Action in Higher Education. The 96th Congress. A Joint Statement." American Association of State Colleges and Universities. Washington, D.C. National Association of State Universities and Land Grant Colleges. Washington, D.C. (BBB00599; PGKC1570) 1979.

2. American Association for Higher Education. "Relating Work and Education. Current Issues in Higher Education 1977." Vermilye and Ferris, (eds.) American Association for Higher Education. Washington, D.C. 1977. ED153587

3. Beatty, Paulette T. "A Process Model for the Development of an Information Base for Community Needs Assessment: A Guide for Practitioners." Paper presented at the Annual Meeting of the Adult Education Research Conference. Toronto, Canada. April 7-9, 1976. ED128616

4. Bitsko, Suzanne, and others. "A Study of Opinions and Preferences Regarding the Adult Education Program of the Brandywine (Michigan) School District." Brandywine Public School District. Niles, Michigan. Indiana University. South Bend, Indiana. July, 1974. ED099513

5. Boggs, David L. "Learning Derived by Visitors to the Ohio Historical Center." Paper presented at the Adult Education Research Conference. Minneapolis, Minnesota. April, 1977. ED139998

6. Bromsjo, Birger. Rubenson, Kjell. "Adult Education: A Study of Needs and Obstacles (SOS-VUX)." National Swedish Board of Education. Stockholm, Sweden. November, 1974. ED100850

7. Dudgeon, Paul J. "The Continuing Education Unit (CEU) and 'You Can': Two Innovative Ideas for Continuing Educators." Canadore College. North Bay, Ontario. January, 1975. ED100462

8. Fleurant, Judy B. "The Adult Education Market: A Compilation of Existing Surveys." New England Open Learning Project. Durham, New Hampshire. July, 1975. ED148259

9. Ford, James H. "A Critical Study of the Continuing Adult Student Body at the Oklahoma Center for Continuing Education in Programs of Liberal Education." Oklahoma University. Norman. 1966. ED016616

10. Glaser, Nancy E. "Humanities: Essential Component of Continuing Education." Educational Leadership. Vol. 33, no. 2. November, 1975. EJ137024

11. Gollattscheck, James F. "Liberal Education and the Community College." Liberal Education. Vol. 63, no. 2. May, 1977. EJ166333

12. Harris, Susan. Kuckuck, Sherrill. "Orientation and Extra Curricular Programming for Students Over 30." Paper presented at the Annual Conference of the National Association of Student Personnel Administrators. San Francisco, California. 1975. ED108091

13. Hickman, Warren L. "International Dimensions of Lifelong Education in General and Liberal Studies: Lifelong and Worldwide." Perspectives: A Journal of General and Liberal Studies. Vol. 6, no. 3. Winter, 1974-75. EJ120018

14. Hunter, Walter E., (ed.) "Post-Secondary Youth and Learning (and) Educational Marketing and Delivery Systems. Trustees' Symposium on Post-Secondary Programs Two and Three." Saint Louis Junior College. District, Missouri. February, 1975. ED104489

15. Knowlton, Martin P. "Liberal Arts: The Elderhostel Plan for Survival." Educational Gerontology. Vol. 2, no. 1. January, 1977. EJ153331

16. Moody, Harry R., Jr. "Liberal Education for the Older Adult." International Journal of Continuing Education and Training. Vol. 3. Winter/Spring, 1974. EJ100606

17. New England Center for Continuing Education. "New England Open Learning Project." Durham, New Hampshire. September, 1975. ED148261

18. New York State Education Department. Division of Continuing Education. "New York State Continuing Education Needs Assessment. Report No. 1: Statewide Analysis." Albany, New York. 1974.

19. Nostrand, Howard Lee. "American Civic Issues in the Light of European Experience." National Endowment for the Humanities. Washington University. Seattle, Washington. 1978. ED164966

20. Nurnberger, R. G. "A Profile of Need: A Study of Post-Secondary Education Needs in Northeastern New York State." Albany: College of General Studies. State University of New York at Albany. 1974.

21. Seidel, Robert N. "Doing Humanities in an Individualized Instruction/Self-Study College Environment." State University of New York. Rochester, New York. January, 1975. ED143566

22. Sjogren, Douglas. Jacobson, Larry. "Cataloging Adult Education Programs in Region VIII and In-Depth of Selected Exemplar Programs. Final Report." Colorado State University. Ft. Collins, Colorado. January, 1976. ED121949

23. Williams, Robert E. "Past, Present, and Future Regionally Based, Statewide Efforts in Post-Secondary Continuing Education in New York State Under H.E.A.I." Paper presented at the Commissioner's Conference on Nontraditional Studies. Syracuse, New York. October, 1975. ED121228

24. Wells, Jean A. "Continuing Education for Women: Current Developments." Women's Bureau of the Employment Standards Administration. Washington, D.C. 1974. ED099622

ADULT LEARNING LITERATURE
A REVIEW OF THE HUMANITIES
AND RELATED TOPICS

II. SUPPORT SERVICES/DELIVERY SYSTEMS

A Report Prepared For The CDHP By:
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December 1979

INTRODUCTION

The purpose of the Capital District Humanities Program (CDHP) is to develop a comprehensive program in the humanities for adult learners. Substantially supported by the National Endowment for the Humanities and the State University of New York at Albany, CDHP has three main objectives: (1) to explore all aspects of programming the humanities for adults; (2) to provide for ongoing staff and program development; and, (3) to establish a resource center for gathering and disseminating information in community programming in the humanities for adult audiences. The literature search results contained in this report provide a step toward the achievement of these objectives.

The part-time adult learner is and will continue to be the object of considerable attention in educational literature and research. Delving into the subtopic of humanities in adult learning, however, one finds the literature relatively sparse while the level of activity (e.g., program and project) remains high.

These two considerations have done much to shape the search of the literature. More specifically, where the humanities literature is sparse, our effort is focused on gathering material directly related to practical problem solving. This focus seems warranted in view of the numerous nuts-and-bolts tasks that remain in the survey and research components of the CDHP. Keeping this in mind, one will notice a secondary concentration on recent survey instruments and methodology in policy analytic research efforts from the basic community needs assessment to more sophisticated evaluative designs.

Four bibliographies have been prepared. Each bibliography begins with a list of annotated materials followed by a listing of citations. The decision criteria for inclusion of an annotation include the timeliness, relevance, and importance of the work. Works scoring lower on these dimensions are included in the list of citations. Potentially important materials that could not be obtained for a full review are found in the citation list as well.

The method used for construction of the bibliographies included both manual and computerized literature searching. The overall search concentrated on the printed and machine readable versions of the ERIC file. In this manner, it was possible to include either ED or EJ identification numbers for all materials in the bibliography. This format is presented with the intention of facilitating retrieval of relevant materials.

This bibliography covers "Support Services/Delivery Systems" in the context of adult learning programming. This section reflects the service delivery perspective found in public policy analysis and administration. The emphasis recognizes the role that the system of support services play in facilitating participation in adult learning opportunities. Particular attention has been paid to staff development programs, counseling and counselor training, as well as outreach and information/referral services. Upon inspection of the materials included in the bibliography "Adult Learning as a Marketable Product," one comes quickly to the conclusion that the characteristics of the adult learner differ significantly from those of the typical 'first time' student. The differential student characteristics necessitate a viable system of support services to facilitate access to and successful participation in adult learning programs.

SUPPORT SERVICES/DELIVERY SYSTEMS

This section reflects the service delivery perspective found in public policy analysis and administration. This emphasis recognizes the role that the system of support services play in facilitating participation in adult learning opportunities. Note the following categories.

A. Information and Referral
B. Outreach Functions
C. Finance
D. Counseling
E. Teacher/Staff Training and Development

A good text for the surveys of the field of adult learning (with a full list of references) is Lifelong Learning in America by Richard E. Peterson and Associates (San Fransisco: Jossey-Bass Publishers, 1979). In general, it seems that adult learning in the humanities is by no means a new topic. It does seem, however, that general demographic and enrollment trends point toward a new emphasis on the adult learner as a staple ingredient in American Higher Education. The role of the humanities in this broader framework must be emphasized lest the concept of a liberal education be lost in an increasingly complex, technical society.

For further information on other bibliographies and reports available, please contact:

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II. SUPPORT SERVICES/DELIVERY SYSTEMS

A. Annotated Material

1. BLK Group, Inc. "Adult Training Handbook for Cultural Awareness." Washington, D.C. May, 1975. ED110628

   A primer for planning and conducting a cultural awareness training program for adult education personnel. This handbook includes suggested topics, readings, and audio-visual materials.

2. Divita, Charles, Jr. "Summative Evaluation of United States Office of Education, Region III, Staff Development Project in Adult Education. Final Report." Office of Education, Regional Office 3. Philadelphia, Pennsylvania. December, 1975. ED118821

   An extensive analysis of a three-year project to create a long-term education staff development system throughout the region. This report includes numerous tables which aid in the evaluation of the program's progress in each state. An interesting aspect of the evaluation is that officials in each state were utilized to evaluate the program in a different state.

3. Grabowski, Stanley M. "Educational Counseling of Adults: Where It's At." Paper presented at the Conference on Advising and Counseling Adult Learners. Albany, New York. October 1-2, 1975. ED114583

   The author believes that adult educational counseling is a very important function which has been neglected in the past. He uses this as a starting point in advocating greater availability of counseling services to adults. The author notes the lack of literature on the topic and reviews the existing literature. This is the most useful section of this paper.

4. Hansen, Glenn L. Klink, Aurelia, L. Kramer, Robert E. "Assessment and Programming for Personnel Development in Adult Education - State of Iowa. Final Report." Cedar Falls, Iowa. College of Business and Behavioral Sciences. University of Northern Iowa. June, 1973. ED097444

   This study assessed the personnel needs of adult education courses in Iowa. The sample consisted of administrators, teachers, and students involved in adult education. Different questionnaires were developed for each of these groups in an attempt to discover their needs. Each group expressed different types of needs, which are reported in the findings.

5. Khosh, Mary M. Grimm, John E. "Adult Woman's Career Planning in a Liberal Arts College Utilizing Male and Female Counselors." 1976. ED128672

Baldwin-Wallace College, a liberal arts and pre-professional college of approximately 2200 enrollment, has undertaken a program of career planning for adult women to assist them in understanding themselves, and their relationship to careers and occupations. The article has utility insofar as the problem of counseling services is addressed by and for women in the liberal arts framework.

6. Marson, Arthur, and others. "Cost Benefit Model Development. Final Report." Wisconsin State Board of Vocational, Technical, and Adult Education. Madison, Wisconsin. July, 1977. ED146435

A consortium of technical institutes conducted a one-year cost benefit analysis study of full-time vocational technical programs and aidable, non-credit adult education courses. As a result, two cost benefit models were developed. These were tested on a sample of nine full-time vocational technical programs and 63 adult vocational technical education courses. In both cases, it was found that the benefits to society and the individual of the programs outweighed the cost. The questionnaires used in the study are included in the report and are worth studying.

7. Menc, Marie A., (ed.) "Suggestions for Recruitment of Adult Education Students in Louisiana Parishes. Bulletin No. 1256." Louisiana State Department of Education. Baton Rouge, Louisiana. 1974. ED101163

The problem of recruiting students for adult education programs in local school districts is addressed by this booklet. A number of specific suggestions are offered. Sections in the booklet include "the recruitment of adults in low income areas," and "the effective use of state, federal, city, and private agencies in the recruitment of adults for adult education programs." The booklet's value is as an instructional manual for those assigned the task of recruiting for adult education programs.

8. McCannon, Roger S. "Effectiveness of an Orientation and Counseling Program for Adult Evening Students at Drake University." Paper presented at the Adult Education Research Conference. St. Louis, Missouri. April 18, 1975. ED110842

This study analyzes the benefits of counseling adult education students. Students in adult evening courses at Drake University were randomly assigned to treatment and control groups. The students in the treatment group attended an orientation program, comprised of seven weekly 1 1/2 hour meetings. The purpose of these sessions was to increase the student's self-understanding, development of self-appraisal and self-direction, and better emotional development. The students in each group were pre-tested and post-tested. This data was analyzed. It was concluded that students participating in the orientation and counseling program had a statistically higher grade point average at the end of the semester. The findings of this study have important implications for the Capital District Humanities proj-

9. Niemi, John A. "Programs for Culturally Different Adults: The Potential of Outreach Centers." Eric Clearinghouse in Career Education. DeKalb, Illinois. January 20, 1976. ED117427

This paper focuses on the need for outreach programs in community colleges. It cites the Martin Luther King Adult Education of Kankakee Community College as a model outreach center. The author describes the "success oriented" program of the center. This program provides physical, socioeconomic, and social-psychological support for adult students. He also stresses that outreach centers must cooperate with agencies such as libraries and learning centers. Although this paper does not cover all aspects of outreach programs, it does adequately present one view on what such programs should consist of.

10. Rossman, Mark H. Bunning, Richard L. "Knowledge and Skills for the Adult Educator: A Delphi Study." Adult Education. No. 3, 28, pp. 139-155. 1978.

This study attempted to determine the knowledge and skills that will be necessary for future adult educators. The sample consisted of 141 university professors from the United States and Canada. A series of four questionnaires were used to determine what knowledge and which skills were rated highest by the professors. The study found that "skill in diagnosing educational needs of the individual" and "knowledge of the ever changing nature of the adult and his needs" were rated highly by the sample.

11. Seaman, Donald F. "Adult Education Teaching Techniques. Information Series No. 110." Ohio State University. Columbus, Ohio. 1977. ED149180

This paper reviews and discusses the literature on effective techniques for teaching adults at different educational and occupational levels. A wide range of teaching techniques are covered. A good, concise review of the literature.

12. Veres, Helen C. "The Adult Learner: Perceptions of Information and Counseling Needs." 1979. ED167834

The objectives of this study were to: (1) identify continuing education needs and barriers to adult participation in New York State (excluding New York City), (2) collect information about adult education services and staff development priorities in programs sponsored by public schools, boards of cooperative educational services, and two-year colleges, and (3) utilize obtained information in regional and state planning for staff and program development. The interview sample included 20,486 adults, 16 years or older and not full-time students. The data obtained for this study and the research questions upon which they are based make this work useful in a timely fashion.

13. Vorce, Armand E. "A Critical Analysis of Three Case Examples of Humanities Education for Adults." 1972. ED071087

The purpose of this study was to discover the concepts of humanities education and adult education and apply them as a model for analyzing humanities education programs for adults. The literature related to the goals and content of humanities education and the methods and design of adult education was reviewed, yielding basic elements allowing construction of a model. Three adult education institutions offering humanities education programs were compared with the model. Major findings include: (1) The philosophy and goals of each institution were in general agreement with the model; (2) There was an absence of participative planning and evaluative effort in the method and design of the overall program; and (3) There were discrepancies between the model and the actual program implementation. In particular, it was found that each institution studied lacked a sufficient number of trained adult educators. Study presents an interesting and perhaps useful model. Good bibliography.

14. Yarrington, Roger. "Attracting Older Learners to the Humanities." Community and Junior College Journal. Vol. 48, no. 6. March, 1978. EJ180893

This article summarizes the discussion of a conference of community college presidents and humanities chairpersons on attracting the mature adult to humanities courses, and lists recommendations covering curriculum, outreach, and program and staff development. Good statement on the role of support services in adult education.

B. Cited Material

1. Bell, T. H. "Making Outreach Work." Paper presented at the Annual Meeting of the Council of Chief State School Officers. St. Thomas, Virgin Islands. November, 1974. ED107377

2. Comly, Lucy T. "Community-Based Educational and Career Information and Counseling Services for the Adult Public." New York State Department of Education. Albany, New York. 1975. ED113458

3. Florida State Department of Education. "Recruiting Adult Education Students: An Individualized Teacher Education Module. Pilot-Review Draft." Tallahassee, Florida. August, 1973. ED103571

4. Kurland, Norman D. "Financing Lifelong Learning: Rationale and Alternatives." New York State Department of Education. Albany, New York. 1975. ED113456

5. Los Angeles City Schools. California Division of Career and Continuing Education. "Aides to Career Education: Career Advisor Handbook." Los Angeles, California. 1975. ED120418

6. Murgatroyd, Stephen. Redmond, Michael. "Collaborative Adult Education Counseling: Models and Practices." Teaching at a Distance. No. 13. Winter, 1978. EJ194363

7. National Advisory Council on Extension and Continuing Education. "The Importance of Service: Federal Support for Continuing Education. Eighth Annual Report of the National Advisory Council on Extension and Continuing Education." Washington, D.C. March, 1974. ED097827

8. Odokara, E. O. "Outreach: University's Concern for Communities Around It." University of Nigeria. NSUKKA, Nigeria. 1976. ED140072

9. Sharp, Robert B. "Adult Learning and Counseling: Final Report." Laramie County Community College. Cheyenne, Wyoming. July, 1972. ED101165

10. Southern Regional Education Board. "Building and Using Staff Development Resources for Adult Education: A Five Year Report: 1969-74." Atlanta, Georgia. December, 1974. ED111665

11. Ulin, Jessie K. "USOE Region III Adult Education Staff Development

Project. First Annual Report: July, 1972 - June, 1973." Conferences and Institutes Division. Maryland University. College Park, Maryland. 1973. ED101164

12. University of Nebraska. "Adult Teacher Workshop." Lincoln, Nebraska. June, 1975. ED117366

13. Walden, Bobbie L. "Recruitment and Retention of the Adult Learner. Bulletin 1975, No. 32." Alabama State Department of Education. Montgomery, Alabama. ED112075

14. Weathersby, George B., (ed.) Nash, Deanna, (ed.) "A Context for Policy Research in Financing Post-Secondary Education." National Commission on the Financing of Post-Secondary Education. Washington, D.C. June, 1974. 098859

ADULT LEARNING LITERATURE
A REVIEW OF THE HUMANITIES
AND RELATED TOPICS

III. PATTERNS OF PARTICIPATION

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INTRODUCTION

The purpose of the Capital District Humanities Program (CDHP) is to develop a comprehensive program in the humanities for adult learners. Substantially supported by the National Endowment for the Humanities and the State University of New York at Albany, CDHP has three main objectives: (1) to explore all aspects of programming the humanities for adults; (2) to provide for ongoing staff and program development; and, (3) to establish a resource center for gathering and disseminating information in community programming in the humanities for adult audiences. The literature search results contained in this report provide a step toward the achievement of these objectives.

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Four bibliographies have been prepared. Each bibliography begins with a list of annotated materials followed by a listing of citations. The decision criteria for inclusion of an annotation include the timeliness, relevance, and importance of the work. Works scoring lower on these dimensions are included in the list of citations. Potentially important materials that could not be obtained for a full review are found in the citation list as well.

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"Patterns of Participation" is somewhat of a residual category. This section includes facilitators of and impediments to adult learning not covered in either "Adult Learning as a Marketable Product" or "Support Services/ Delivery Systems". Subtopics include evolution of enrollment trends, motivating factors that lead to participation, and assessment of the adult learner profile.

A good text for the surveys of the field of adult learning (with a full list of references) is Lifelong Learning in America by Richard E. Peterson and Associates (San Fransisco: Jossey-Bass Publishers, 1979). In general, it seems that adult learning in the humanities is by no means a new topic. It does seem, however, that general demographic and enrollment trends point toward a new emphasis on the adult learner as a staple ingredient in American Higher Education. The role of the humanities in this broader framework must be emphasized lest the concept of a liberal education be lost in an increasingly complex, technical society.

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III. PATTERNS OF PARTICIPATION

A. Annotated Material

1. Center for the Study of Community Colleges. California University. "The Humanities in Two-Year Colleges: A Review of the Students." Arthur M. Cohen and Florence B. Brawer, (eds.) California University. Los Angeles, California. 1975. ED108727

This monograph reviews recent literature pertaining to two-year college humanities students. The work finds a current drift of community college students away from the humanities and other transfer curricula and toward vocational and occupational training. Transfer, terminal, pragmatic honors, adult, and minority students, senior citizens, working and married students, and part-time students are considered in separate sections. The impact of each of these student groups on humanities curricula is detailed. The discussion is cast on a background of overall enrollment trends. Suggestions for further study are included. Good bibliography.

2. Cross, K. P. "Changing Students and the Impact on Colleges." 1979. ED168423

Current trends in higher education, specifically those related to the changing characteristics of students and the impact of those changes on colleges and universities, are addressed. Three distinct trends contributing to the changing characteristics of college students are: (1) the decline of 18 year olds in the population, (2) the rising proportion of new students in the college population, and (3) the increase in adult part-time learners. The implications of these trends are discussed. The analysis also considers labor market effects in adult education as well as the lack of federal effort to acknowledge the social desirability of lifelong learning and adult education. Recent article worth reviewing.

3. Morstain, Barry R. Smart, John C. "A Motivational Typology of Adult Learners." Journal of Higher Education. Vol. 48, no. 6, pp. 665-79. 1977.

The purpose of this study was to develop a typological framework for assessing the motivations of adults who opted to pursue their education. The researchers drew a sample of 648 students who were enrolled in evening courses at a large northeastern state college and asked them to complete the Educational Participation Scale (EPS). The EPS asks questions regarding the relative effect of different factors on the decision to take continuing education courses. The authors were able to identify five different types of adult learners.

4. Preston, William G. "Adults as Regular Community College Students: A Comparative Analysis of Some of Their Characteristics and Perceptions and Those of College-Age Students. Summary of Findings and Conclusions." Diablo Valley College. Pleasant Hill, California. ED121368

The purpose of this study was to determine whether there is a significant difference between adult education students and their college-age counterparts in respect to their basic characteristics and perceptions. The sample consisted of 1178 full-time students at Diablo Valley College in the fall of 1971. Stratified random sampling methods were used to select the sample. The stratification was based upon sex and age. Data on the subjects was gathered from academic records, a mailed questionnaire, and follow-up interviews. The study found that older students, especially females, had more traditional attitudes toward the educational process. The implications of these findings should be considered when discussing the type of format which is most conducive to adult learning.

5. Robison, Kathleen A. Canfield, Allan L. "Toward an Adult Learner Profile: An Administrative Report." SUNY-Buffalo Division of Continuing Education. June, 1975. ED110629

This study was designed to develop a survey instrument to determine an adult learner profile. The instrument in this study was a questionnaire consisting of a number of background questions. It was distributed to all 1486 persons registered for non-credit courses at SUNY-Buffalo during the fall of 1974. The 676 students who actually responded were found to be representative of the population upon analysis. The study found that most students were white, married, 30-39 years old, and affiliated with either the Catholic, Protestant, or Jewish religious denominations. It also found that course topic and time of class were important considerations for many of the adult students.

B. Cited Material

1. Boshier, Roger. Riddell, Gail. "Education Participation Scale Factor Structure for Older Adults." Adult Education. No. 3, 28, pp. 165-75. 1978.

2. Brooks, Suzanne. "Involving Senior Adults in the Community College: A Model Work-Study Program." Los Angeles Community College District. Division of Educational Planning and Development. November, 1975. ED121369

3. Darkenwald, Gordon G. "Why Adults Participate in Education: Some Implications for Program Development of Research on Motivational Orientations." Speech presented to the faculty of the University Extension Division of Rutgers University. January 26, 1977. ED135992

4. Erickson, Mildred B. "Lifelong Education and General and Liberal Studies." Perspectives. Vol. 6, no. 2. February, 1974. EJ106534

5. Kashdin, Gladys S. "Lifelong Education for Women: General and Liberal Studies for Women Fulfilling Traditional Social Roles." Perspectives: A Journal of General and Liberal Studies. Vol. 6, no. 3. Winter, 1974-75. EJ120021

6. Minnesota University. "Study of Barriers to Participation in Post-Secondary Education as Perceived by Adults in West Central Minnesota." Morris, Minnesota. December, 1975. ED123450

7. Morris, Robert G. "Characteristics of Adults that Facilitate and/or Interfere with Learning." Florida State University. 1977. ED150442

8. Rundle, James U. "Great Ideas Wasted on the Young?—Liberal Arts Should be Saved for Adults." Community College Review. Vol. 2, no. 4. March, 1975.

9. Smith, Jeanne. "Enrollment Data and Future Projections: Oglala Sioux Community College, 1972-1984." Oglala Sioux Community College. Pine Ridge, North Dakota. 1978. ED167320 .

10. Smith, Robin M. Fraser, Ian. "Dropping Into Adult Education." Adult Education. London, England. Vol. 51, no. 4. November, 1978. EJ197420

11. Valentine, John A. "The Liberal Arts College and the Experienced Learner." Adult Leadership. Vol. 23, no. 8. February, 1975. EJ110585

12. Whaples, Gene C. Ewert, D. M. "Proceedings: Lifelong Learning Research Conference (January 10-11, 1979)." Maryland University College Park. Conferences and Institutes Division. 1979. ED167799

ADULT LEARNING LITERATURE
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IV. METHODOLOGICAL ISSUES

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"Methodological Issues" includes works chosen on the basis of the quality and potential utility of the survey instrument and/or the research model. It is understood that these materials will be directly relevant to the conduct of research in adult education topics. Special note should be taken of the annotated materials pertaining to community and—in some cases—regional surveys.

METHODOLOGICAL ISSUES

A. Survey Instruments:
Includes needs assessments and population profile studies chosen for the potential utility of the survey instrument.

B. Evaluation Research:
Includes studies chosen for the potential utility of the evaluation design of methodology employed.

A good text for the surveys of the field of adult learning (with a full list of references) is Lifelong Learning in America by Richard E. Peterson and Associates (San Fransisco: Jossey-Bass Publishers, 1979). In general, it seems that adult learning in the humanities is by no means a new topic. It does seem, however, that general demographic and enrollment trends point toward a new emphasis on the adult learner as a staple ingredient in American Higher Education. The role of the humarities in this broader framework must be emphasized lest the concept of a liberal education be lost in an increasingly complex, technical society.

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IV. METHODOLOGICAL ISSUES

A. Annotated Material

1. Akar, George F. "Criteria for Evaluating Graduate Study in Adult Education: Findings of a Study Conducted for the Commission of Professors of Adult Education." Chicago University. Center for Continuing Education. Chicago, Illinois. 1974. ED110753

The author identifies criteria for evaluating graduate programs in adult education. He offers 23 behavioral descriptions of the objectives of graduate study in adult education. He feels that these descriptions should be helpful in determining "whether or not students are acquiring essential professional competencies." An excellent bibliography is included in this paper.

2. Boshier, Roger. "Motivational Orientations of Adult Educational Participants: A Factor Analytic Exploration of Houle's Typology." Adult Education. No. 2, 21, pp. 3-26. 1971.

Although we do not have Vol. 21 of Adult Education in house, it has been cited in a number of other studies. Roger Boshier has been credited with developing the Educational Participation Scale (EPS).

3. Carp, Abraham. Peterson, Richard. Roelfs, Pamela. "Learning Interests and Experiences of Adult Americans." Berkeley, California. Educational Testing Service. March, 1973. ED097421

The purpose of this study was to identify the potential market for adult learning courses. It also analyzes various aspects of adult learning based upon interviews with students in adult classes. The authors selected a national sample of 1639 households. A 14-page survey questionnaire was sent to adult members of these households who were not full-time students. The questionnaire asked a variety of questions about the respondent's educational desires and goals. The study concluded that over 75% of adult Americans are interested in furthering their education in some respect. The authors also reported secondary findings concerning a number of different aspects of adult education. The survey questionnaire employed in this study is appended.

4. Correa, Joseph H. Swanson, Linda J. "Adult Continuing Education Instruments and Questionnaires for Regional Survey of Needs and Resources." Associated Colleges of the St. Lawrence Valley. Pottsdam, New York. 1976. ED124081

This document contains a collection of questionnaires which were used in a comprehensive study by the Northern Region Education Group. The purpose of the study was to assess the needs and resources for adult continuing education programs in Northern New York State. The document includes questionnaires directed toward students, businessmen, health service institutions, library personnel, Indians, military

personnel, educators, social workers, and others. The questionnaires are included.

5. Eastern Arizona College. "Educational Needs Assessment of Adults in the Globe-Miami Area. Final Report." Thatcher, Arizona. August, 1974. ED107336

This study sought to identify vocational programs which would meet the needs of adults in the Globe-Miami area. In order to accomplish this, the researchers first examined existing demographic data. A questionnaire was then sent to high school juniors, seniors, selected Eastern Arizona College students, and a 10% random sample of the adults in the area. A slightly different questionnaire was sent to the parents of the high school juniors and seniors. These forms were designed to determine the educational needs of adults in the area. Another questionnaire was sent to local businesses and industries in order to determine the types of skills that they desired their employees to have. All of these questionnaires are appended. The findings of the study dealt with the types of vocational training for which there was considerable demand in the area. The methodology employed in this study, as well as the questionnaires, could be altered slightly to aid in the "needs assessment" phase of the Capital District Humanities Program.

6. Forest, Laverne B. Flitter, Michael. "Content Analysis: A Method for Research and Evaluation in Adult Education." Paper presented at the Adult Education Research Conference. St. Louis, Missouri. April 18, 1975. ED110846

The authors advocate that content analysis could be a useful technique for adult education researchers. The bulk of the paper is devoted to a case study of content analysis by the U. S. Forest Service to determine a policy concerning the development of Shawnee National Forest. At the conclusion of the case study, the authors cite instances where content analysis might be practical in adult education research. Unfortunately, only one page of the paper is devoted to this latter topic.

7. Grabowski, Stanley M. Glenn, Ann C. "Directory of Resources in Adult Education." Eric Clearinghouse in Career Education. DeKalb, Illinois. Northern Illinois University. September, 1974. ED097413

This directory is an excellent index of associations, periodicals, information systems, documents, and other sources of information available for prospective research on adult education.

8. Guffy, Ted. Hines, Kerry. "Senior Citizens Desire to Continue Learning." Bureau of Higher Education. Washington, D.C. 1974. ED099663

The authors studied a community service and continuing education program in Weatherford, Oklahoma, designed to assist senior citizens in making better use of their leisure time and develop skills which could be used to supplement their income. The program consisted of seminars or activities of interest which were held on the campus of Southwestern State College. These were made available to enrollees in senior citizens' homes via cable television. A series of questionnaires were administered to the 343 enrollees in the course. The authors found that it was vital to the success of the program that students identify with the program and see themselves as having an active role of planning and conducting the program. The questionnaires used in this study are appended.

9. Hastings, Chester R. "Multi-County Assessment of Adult Needs Project: Final Report." McLennan Community College. Waco, Texas. October, 1975. ED115743

This report summarizes the major activities and accomplishments of the Multi-County Assessment of Adult Needs Project which was conducted in central Texas in 1974 and 1975. This document is of little use, unless one has access to the prior quarterly reports. The final report refers to "a new approach to sampling" which was developed for the project, but it does not specify what this approach is. The report also mentions the utilization of older adults as survey team members as having implications for educators.

10. Nebeker, W. D. "A Study to Determine the Interest and Need for a Special Adult Degree Program in Liberal Studies at the Brigham Young University." Brigham Young University. Provo, Utah. 1968. ED038586

The research for this study involved two separate nation-wide surveys to determine the need, interest level, and probable success potential of the university clientele for this type of an adult degree program, and to determine the, then current, status, acceptance, and characteristics of similar programs on college and university campuses. This study represents one of the early nation-wide needs assessments focused on the development of a liberal arts, adult education program. The study merits attention on the basis of its substantive and methodological contributions.

11. New York State Education Department. Division of Continuing Education. "New York State Continuing Education Needs Assessment. Report No. 1: Statewide Analysis." Albany, New York. 1977. ED146416

The study was designed to collect and analyze data regarding the demand for continuing education in New York State, the present delivery system for adult education, and the needs of the faculty and administrators of such programs. The researchers developed a separate instrument for each of these areas. In each case the instrument was a survey questionnaire, which have been appended. The question-

naire designed to determine the demand for continuing education was administered to a random sample of 20,486 New York State adults (excluding New York City) during personal interviews conducted at the respondent's home. Because of the difficulty of interviewing specific respondents in a large city, New York City was excluded from the study. A further study, using different techniques, was to be conducted to gather data from New York City. Questionnaires developed for administrators and faculty were mailed to random samples of these groups. A section on the limitations of this type of study is included in the report. The study found that most adults in the state are interested in some form of learning but do not participate in adult education programs for a variety of reasons. It also found that the vast majority of continuing education teachers and administrators are employed part time. The report includes tables as well as survey instruments.

12. Owings, Thomas G. Diener, Thomas J. "A Study of the Post-Secondary Educational Needs of Adults in the Greater Tuscaloosa (Alabama) Area. Research Paper No. 1." Alabama University Institute of Higher Education Research and Services. 1975. ED126352

The purpose of this study was to analyze the need for continuing education courses in the Tuscaloosa area. A random sample of 202 individuals was drawn from the Tuscaloosa telephone directory. These people were mailed a 27-item questionnaire. The respondents were later interviewed by telephone to obtain their responses to the questionnaire items. All respondents indicated an interest in continuing their education. However, many mentioned a number of obstacles which made it impossible to do so at the time of the study. These impediments, as well as desired course offerings, are included in this report. The survey questionnaire is appended.

13. Purdy, Leslie. Icenogle, Darrell. "Classic Theatre: The Humanities in Drama; A Television Course for Credit. Final Research Report." Coast Community College District. Costa Mesa, California. December, 1976. ED133028

In the Fall of 1975, 275 two and four-year colleges across the country offered the "Classic Theatre" course for credit. This course consisted of a number of televised plays and play previews broadcast on PBS stations. The purpose of this study was to evaluate the effectiveness of this program. The criteria used in this evaluation were the individual colleges' attitude toward and utilization of course materials and prescribed format, attitude of students, and degree of interest, on the part of both schools and students, in further presentations.

To collect the necessary data, the researchers constructed separate questionnaires for administrators, faculty, and students. All administrators involved with the program were mailed copies of the questionnaire. Those who responded were mailed another more in-depth questionnaire, as were the faculty at their schools. A random sample of students in 10 four-year and 14 two-year colleges were mailed different questionnaires. Unfortunately, the response rate for all

questionnaires was poor, as is noted in the report.

However, based upon the responses that they did receive, as well as in-depth case studies of seven schools, the researchers found that television was an effective mode of presenting humanities material to the public and for stimulating interest in the humanities. All questionnaires are appended.

14. Robison, Kathleen. "Survey of Public Demand/Need for Post-Secondary Continuing Education for Adults (Lifelong Learning Programs) in Western New York. Final Report." New York State Education Department. Albany, New York. August, 1976. ED130129

This study reports on the demand for adult education courses in Western New York State, with special attention given to types of courses preferred and barriers to participation. The report contains an extensive description of the methodology employed in the study which is particularly useful. Survey questionnaires were administered to a stratified random sample of adults in Western New York. The stratification of the sample was based on a number of criteria, including race and income. Respondents in the northern section of the region, where the population density is greater, were interviewed in person. Those in the south were contacted by telephone. Since respondents were selected on the basis of dwelling units in the north or phone numbers in the southern section, their responses were weighed according to the number of adults in their households in an attempt to reflect their chance of being selected in a truly random sample of the adult population.

The study found that 60% of the adults in the region want to participate in adult learning activities at some time. However, 48.4% of the adults interviewed indicated that time was an obstacle to participation in continuing education. Other barriers to participation include job and family responsibilities, and cost of the courses.

The study appears to be very thorough. Appendices include the questionnaire and an explanation of the weighing formulas.

15. Sharon, Amiel T. "The Use and Validity of the GED and CLEP Examinations in Higher Education." 1971. ED054194

The use and validity of the tests of General Educational Development (GED) and the College-Level Examination Program (CLEP), two measures by which adults with nontraditional educational backgrounds can demonstrate their previous educational achievement, are discussed.

16. Stelzer, Leigh. Banthin, Joanna. "A Study of Post-Secondary Education Needs in Northeastern New York State: Secondary Analysis." State University of New York at Albany. College of General Studies. Albany, New York. December, 1975. ED121951

For this study, questionnaires were answered by a sample of 1055 adults in four subregions: Albany Center, Outer Albany, Plattsburg, and Utica-Rome. The study attempted to assess the need for adult education programs in terms of number of people interested and types

of courses desired. The respondents expressed a high degree of interest in continuing education, with 51% indicating a desire to take a course at some time in their life, and 34% being presently interested in furthering their education. Courses which pertained to occupational skills were found to be in the greatest demand. The survey instrument is appended.

17. University Extension. Wisconsin University. "The RFD Project: A Summary Report of the Development, Field Testing, and Evaluation of a Multi-Media Program in Continuing Education for Adults. Third and Final Annual Report." Madison, Wisconsin. September, 1972. ED102429

The report describes and evaluates the Rural Family Development Project. The project sought to educate disadvantaged adults in basic skills via a home-based, multi-media system. The system consisted of television programs, information bulletins, radio, home visits, a monthly Almanac, and a 24-hour telephone service. An internal evaluation concluded that the RFD achieved its objectives. The questionnaire administered to random samples of adults in the project are included in the report. The questionnaires seek information on specific radio and television programs. A similar external evaluation reported mixed reactions to how well the goals of the program were met. The survey instruments are appended.

18. Waterton, Patricia. Blaney, John P. "A Diploma Program in Liberal Studies; Report on a Preliminary Investigation. Occasional Papers in Continuing Education, 1." Department of University Extension. British Columbia University. Vancouver, British Columbia. 1968. ED031645

Survey data were obtained from 870 completed questionnaires. A 32% response rate hurts the validity of the findings. Included in the report, however, are a program description, questionnaire, footnotes, and 23 tables. Certainly worth retrieving.